DOCUMENT RESUME

ED 346 702 EC 301 317

AUTHOR	Petty, Debra Martin; And Others
TITLE	Critical Issues in Supported Employment.
INSTITUTION	Tennessee Univ., Memphis. University Affiliated Program.
SPONS AGENCY	Tennessee State Developmental Disabilities Planning Council, Nashville.
PUB DATE	Oct 91
NOTE	64p.; For related document, see ED 334 747.
PUB TYPE	Reports - Evaluative/Feasibility (142)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Adults; Developmental Disabilities; *Disabilities; *Employment Opportunities; Financial Support; Long Range Planning; Opinions; Severe Disabilities; Social Integration; *Supported Employment; *Vocational Rehabilitation
IDENTIFIERS	*Tennessee; *Tennessee Initiative on Employment

ABSTRACT

This report presents results of focus groups which addressed critical issues identified by a Tennessee study as creating the greatest barriers to the expansion of quality supported employment for persons with disabilities. After an initial introduction, a section explains the interagency Tennessee Initiative on Employment (TIE) in which 20 agencies and organizations are demonstrating integrated employment for persons with developmental disabilities. Facts and statistics about Tennessee's supported employment program are summarized next. Results of the focus groups (of parents, advocates, consumers, employers, and service providers) are then summarized for the three critical areas: (1) building consensus and participation in supported employment; (2) establishing long-term funding for supported employment; and (3) developing supported employment opportunities across disabilities (including individuals with the most severe disabilities). Presented in chart form is the TIE Action Plan for promotion of integrated employment for persons with severe disabilities. This chart identifies objectives and strategies, tactics, the parties involved, and a time frame. (DB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it
☐ Minor changes have been made to improve reproduction quality
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

Critical Issues in Supported Employment

ED346702

Debra Martin Petty
Carolyn M. Henderson

with

Connie Britt
Debby VanCovern
Rebecca McDonald

Tennessee Initiative on Employment
University of Tennessee
Boling Center for Developmental Disabilities
University Affiliated Program

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Debra Martin Petty
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

EC 301317

BEST COPY AVAILABLE

Critical Issues

In

Supported Employment

October 1991

Debra Martin Petty
Carolyn M. Henderson
University of Tennessee

Connie Britt
Portsmouth, Virginia

Debby VanCovern
Virginia Commonwealth University

Rebecca McDonald
New Jersey University UAP

Tennessee Initiative on Employment
Boling Center for Developmental Disabilities
University Affiliated Program (UAP)
University of Tennessee, Memphis
711 Jefferson Avenue
Memphis, TN 38105

The development and dissemination of this document was supported by a contract from the Tennessee Developmental Disabilities Planning Council, Department of Mental Health and Retardation, to the Tennessee Initiative on Employment, University of Tennessee, Memphis.

UT authorization no. R07-3976-31-001-92, October, 1991, 300 copies, estimated cost $1.90 per copy.

The University of Tennessee does not discriminate on the basis of race, sex, color, religion, national origin, age, handicap, or veteran status in provision of educational opportunities and benefits.

The University does not discriminate on the basis of sex or handicap in the education programs and activities which it operates, pursuant to the requirements of Title IX of the Education Amendments of 1972, Pub. L. 92-318; and Section 504 of the Rehabilitation Act of 1973, Pub. L. 93-112; respectively. This policy extends to both employment by and admission to the University.

Inquiries concerning Title IX and Section 504 should be directed to the Office of Affirmative Action Officer, 711 E. Andy Holt Tower, Knoxville, TN 37996, (615) 974-2243. Charges of violation of the above policy should also be directed to the Office of the Affirmative Action Director.

Contents

Page

Introduction 1

What is the Tennessee Initiative on Employment (TIE)? 3

TIE Interagency Management Team 5

Facts and Statistics About Tennessee's Supported Employment Program 6

Critical Issues in Supported Employment

About the Group Facilitators 9

Building Consensus and Participation in Supported Employment
Among Parents, Advocates, Consumers, Employers, and Service Providers 11
by Connie Britt

Establishing Long-Term Funding for Supported Employment 17
by Rebecca McDonald

Developing Supported Employment Opportunities Across Disabilities
Including Individuals With the Most Severe Disabilities 24
by Debby VanCovern

Tennessee Initiative on Employment Action Plan:
Promotion of Integrated Employment for Persons with Severe Disabilities . . . 34

We wish to acknowledge Barbara Benjamin
for the outstanding editing of this document.

Introduction

Since 1989 the Tennessee Initiative on Employment (TIE) Project of the University of Tennessee, Boling Center for Developmental Disabilities UAP has engaged in an ongoing program evaluation process that has resulted in the development of Tennessee's *Action Plan for Promotion of Integrated Employment for Persons with Severe Disabilities*. Sponsored by the Tennessee Developmental Disabilities Planning Council (DDPC), this process began with a statewide study on best practices in supported employment which resulted in the identification of issues that may impede the expansion of quality supported employment in Tennessee. Major issues identified by the study included:

1. Limited resources/activities earmarked for building consensus and participation among parents, advocates, consumers, employers, and service providers.
2. Limited training and technical assistance provided to develop local community systems.
3. Lack of long-term funding.
4. Limited emphasis on best practices.
5. Few individuals with the most severe disabilities participating.
6. Slow conversion from sheltered employment to integrated employment by service providers.
7. Few students with disabilities transitioning from school into supported employment.
8. Limited solicitation of family involvement in planning and implementation.

With the issues identified, input was solicited from a committee of key state agency personnel to determine which issues created the greatest barriers to the expansion of quality supported employment in Tennessee. The most critical issues identified were (a)

building consensus and participation among parents, advocates, consumers, employers, and service providers; (b) establishing long-term funding; and (c) developing supported employment opportunities across disabilities. Conducting modified focus groups was the method chosen to seek solutions to these issues from the perspective of advocacy groups, service providers, parents, consumers, and state policymakers.

Through funding from the DDPC, the TIE Project sponsored the focus groups in cooperation with the Virginia Commonwealth University Supported Employment Technical Assistance Center and the Tennessee Division of Rehabilitation Services. Professionals who were knowledgeable about a particular issue were selected to facilitate the groups. They were asked to present to the group a description of the issue and how other states addressed the issue; then guide the group in generating possible strategies or solutions that could be utilized in Tennessee.

This document assembles information generated by the facilitators and group participants about potential solutions to each identified critical issue which has been incorporated into *Tennessee's Action Plan*. The Plan contains strategies and tactics to be implemented by the state's interagency management team and will be reviewed frequently to incorporate new initiatives. The next step in this process is to "ENGAGE IN ACTIVITY"--to put in place what is on paper so that individuals for which our work is intended may benefit.

Debra Martin Petty
Editor

What is the Tennessee Initiative on Employment (TIE)?

The Tennessee Initiative on Employment (TIE) is a state interagency management team originated by three agencies in 1985 to initiate demonstrations of integrated employment for persons with developmental disabilities. There are presently 43 members representing over 20 related agencies and organizations.

The Administration on Developmental Disabilities (ADD); the Tennessee Developmental Disabilities Planning Council (DDPC); the Tennessee Divisions of Mental Retardation, Rehabilitation Services, Special Education and Vocational-Technical Education; and the Department of Labor (DOL/JTPA) provided initial support for pilot activities which led to redirection of state/local agency funds for integrated competitive employment, time-limited supported employment, ongoing support services, an interagency information management system, and transition services from school to work. DDPC and the Division of Rehabilitation Services (DRS) funds have also provided staff support to the TIE Team for planning, coordination, grant writing, research, training, and dissemination through the TIE Project. Recently, DRS on behalf of the TIE Team was awarded a supported employment systems change grant from the U.S. Office of Education, Rehabilitation Services Administration. The focus of this project is on building consensus and participation among parents, consumers, service providers, and employers; providing training and technical assistance; establishing funding formulas and systems across agencies; creating job opportunities; expanding supported employment across disabilities; and promoting a smooth system for students transitioning from school to supported employment. The Boling Center for

Developmental Disabilities UAP (University Affiliated Program) of the University of Tennessee, Memphis administers the TIE Project.

The TIE Team has served in advisory and/or management roles to seven projects related to statewide development of transition to integrated employment. Project activities include research and development, program evaluation, grant writing services, data analysis and technical report writing, training and technical assistance, dissemination of 'best practices' information, systems change planning, interagency networking, resource development, work-trip transportation demonstrations, and conference presentations. Products developed for dissemination include a statewide newsletter (TIE*GRAM), manual (TIE Resource Manual), monograph (Best Practices in Supported Employment: A Study of the Tennessee Initiative), videotape (Supported Employment: A Working Reality), information management system (Supported Employment Consumer Tracking System), and technical reports (Critical Issues in Supported Employment, Annual Program Evaluation Reports).

TIE Interagency Management Team

- Division of Rehabilitation Services, Department of Human Services
- Division of Mental Retardation, Department of Mental Health and Mental Retardation
- Division of Mental Health, Department of Mental Health and Mental Retardation
- Tennessee Developmental Disabilities Planning Council
- Division of Special Education, Department of Education
- Division of Vocational-Technical Education, Department of Education
- Department of Employment Security, Management Services
- Department of Labor, Employment and Training Division
- Department of Health, Bureau of Alcohol and Drug Abuse Services
- Department of Transportation, Office of Public Transportation
- Tennessee Committee for Employment of Persons with Disabilities
- Tennessee Protection and Advocacy, Inc.
- Association for Retarded Citizens of Tennessee
- Greene Valley Developmental Center, Office of Community Services
- Community Mental Retardation Agencies of Tennessee
- Coalition for Citizens with Disabilities
- People First of Tennessee
- Parent Representative
- Tennessee Alliance for the Mentally Ill
- University Affiliated Programs, University of Tennessee - Memphis (UAP)
- Transportation Center, University of Tennessee - Knoxville
- Department of Special Education, Vanderbilt University
- United Cerebral Palsy of Middle Tennessee
- LRE for LIFE Project
- Tennessee Access Center
- Tennessee Technology Access Project
- Vanderbilt University, Peabody College

Facts and Statistics About Tennessee's Supported Employment Program

- Since 1985 the Tennessee Initiative on Employment Interagency Management Team, consisting of 27 state agency representatives, has collaborated to promote integrated employment for persons with severe disabilities by exchanging information and sponsoring training events, research, planning, program development, and evaluation activities.

- As of June 30, 1991:
  - 50 agencies have provided supported employment (SE) as an option.
  - 560 individuals with disabilities have participated in SE; the average wage was $3.75 per hour and the average hours worked per week was 26.
  - 147 (47.7%) supported employees live with their parents or guardians.
  - 58 (18.8%) supported employees depend on their parents or friends to transport them to work.

- 17% of the served adult population with mental retardation receive SE services, according to a survey conducted in 1989.

- Technical assistance has been provided upon request to agencies by the Community Mental Retardation Agencies (CMRA) of Tennessee organization. CMRA sponsors quarterly Employment Specialist Network meetings in each region of the state.

- Local-level SSA work incentive training through Social Security Offices has been provided for rehabilitation personnel and adult service providers.

- Findings of a recent survey indicated that parents/caregivers are interested in becoming more involved in the SE process (i.e., assisting in determining jobs, participating on program advisory committees, etc.). The majority of parents surveyed indicated that they were satisfied with the SE services their family member received.

- Little training on the purpose and importance of SE has been conducted for parents, advocacy groups, individuals with disabilities, or employers.

- As of June 30, 1991, 113 employers have hired supported employees; some employers have hired three or more: Baptist Health Care (3), Bonanza (5), Burger King (3), Citizens Tribune (3), Cracker Barrel (3), Hardee's (5), Kroger (5), Marriott Food Services (6), McDonalds (19), Meadowbrook Manor (3), Piccadilly Cafeteria (3), Pizza Hut (30), Red Lobster (5), Service Master (4), Shoneys (3), Southeast Service Corporation (3), Tennplasco, Inc. (10), Tru-Part Manufacturing (7), Veterans Thrift Store (3), Wal-Mart (3), Wendy's (12).

- Findings of a Job Site Supervisor study indicated that the 15 respondents were satisfied to very satisfied with SE; they recommended that the program should be marketed to other employers.

CRITICAL ISSUES

IN

SUPPORTED EMPLOYMENT

About the Group Facilitators...

ISSUE: Building Consensus and Participation in Supported Employment
Among Parents, Advocates, Consumers, Employers, and Service Providers

Connie Britt

Most recently Ms. Britt was the Training Coordinator at the Virginia Offices of Supported Employment. She has worked with agencies to develop supported employment options since 1981 and has been actively involved in Virginia's statewide supported employment initiative to effect systems change and to train staff, administrators, families, and consumers interested in developing supported employment services. Currently Ms. Britt is a national trainer and consultant on supported employment. Also, she has a private counseling practice specializing in services to families with a member that experiences severe disabilities.

ISSUE: Establishing Long-Term Funding for Supported Employment

Rebecca McDonald

Ms. McDonald is currently Director of In-service Training for the New Jersey University—University Affiliated Program. She has 17 years of clinical and administrative experience in the field of vocational training, rehabilitation, and employment services for people with developmental disabilities. Ms. McDonald holds a masters degree in Special Education and Rehabilitation from the University of Oregon where she was associated with the Specialized Training Program for six years as a vocational specialist and a staff development instructor. She has provided consultation and technical assistance nationally in the areas of supported employment, transition, interagency planning, and service coordination. Ms. McDonald is also one of the founders and a member of the Executive Board of the Association for Persons in Supported Employment.

ISSUE: Developing Supported Employment Opportunities Across Disabilities
Including Individuals With the Most Severe Disabilities

Debby VanCovern

Ms. VanCovern is currently a Technical Assistance Associate with the Virginia Commonwealth University's Supported Employment Technical Assistance Center. In this capacity, she assists states in enhancing supported employment service delivery and consumer outcomes via cooperative technical assistance, planning, and implementation. Most recently Ms. VanCovern worked with the North Carolina Division of Vocational Rehabilitation Systems Change Grant as a supported employment consultant. She worked with a variety of groups on the development and management of supported employment programs using collaborative resources from a variety of agencies. Ms. VanCovern has also provided supported employment technical assistance and training to a number of states within the Southeast Region.

Building Consensus and Participation in Supported Employment

Among Parents, Advocates, Consumers, Employers, and Service Providers

Connie Britt

Supported Employment (SE) began approximately 14 years ago as a research and demonstration project at several different universities nationwide. These projects were relatively isolated, with little direct linkage to the existing service systems that were in place in their respective localities. After federal guidelines for SE were included in the Rehabilitation Act of 1985 and the states began to integrate SE into their existing service systems, the challenge of building consensus and participation between the different "players" surfaced. The absence or presence of this consensus and whether or not all parties participate in the planning and implementation of SE have influenced the success of the systems change that has taken place over the course of the past six years in nearly every state which has attempted the inclusion of SE.

Because SE implementation almost always involves more than one funding source, consensus between the funders is a must. In addition, SE targets people with severe disabilities who experience long-term, multiple, and often cross-domain support needs. Thus, to assure smooth coordination and communication flow, support personnel of non-vocational programs and families who provide support to recipients must be integrally involved in the planning of systems change and in the implementation of SE services on a case-by-case basis.

SE takes place in the community; specifically, in the employment community. Therefore, eliciting concerns, suggestions, and evaluations from employers is essential

to the development of a quality SE service system. In addition, because SE is consumer-driven and individualized for the recipient, it is equally important to include consumer input and to shape the service system based upon the concerns and needs of the consumer constituency.

National Strategies

Although planners with responsibility for statewide systems change for inclusion of SE would probably all agree on the importance of building consensus and participation, there may exist little experience in actually implementing this goal. Therefore, a survey of literature and discussions with SE personnel in other states have yielded several strategies employed by other states to build consensus and participation. These strategies are as follows:

1. Identify and include all major "stakeholders" in training and information forums, regardless of host agency. This will facilitate equal growth of knowledge regarding SE, rather than beginning with one or two agencies who then become "keepers of the information."

2. Cross-train the key personnel of funding agencies and provider agencies regarding policies, constraints, and potential ancillary services that supported employees might access.

3. Develop family/professional training teams to provide SE training and information, upon request, to consumers and family members across the state. The format needs to be one in which information is given but also allows for concerns to be discussed and legitimized, and participants are empowered to ask for and give information to SE providers.

4. Develop training for all players regarding the effect of employment on Social Security benefits since this is the number one concern nationally of consumers, families, and caregivers.

5. Co-sponsor information sessions for employers regarding SE within the employment community. Tailor the content, duration, frequency, etc., to the suggestions of the employment community.

6. Encourage the use of a case management coalition that has representation of all involved agencies and non-paid stakeholders for entry into SE. This is a local coalition, to which the state can offer guidance, but takes shape based upon the needs and "personalities" of the local communities. This process is followed by on-going stakeholder meetings at regular intervals and individualized to the consumer.

7. Develop a "Supported Employment Coalition" (statewide membership) of interested persons to share information and lobby for systems change, funds, etc. (non-public agency). This could be a state chapter of Association for Persons in Supported Employment (APSE) or a separate group.

8. Regularly incorporate input from all stakeholders for evaluation of the state systems change. Also require this of funded providers of SE services.

9. Elicit information regarding expected barriers to SE now, and begin task groups to tackle these barriers right away. Task groups should include representation from as many different stakeholder groups as possible.

10. Require a collaborative steering committee to be formed in each of the geographic areas to be served by the regional technical assistance staff that "feeds" information to the state steering committee and vice versa.

These are but a few of the strategies that may be employed to build consensus and participation among the different stakeholders in supported employment. Each state should develop strategies which will best meet the unique challenges it faces.

Tennessee Strategies to Build Consensus and Participation

1. Organize public information and dissemination mechanisms statewide which promote supported employment to the general public, the legislature, and potential employers.

    - Include supported employment in the already existing marketing/information dissemination efforts of the Tennessee Committee for Employment of Persons with Disabilities. Assure the inclusion of all disability groups in their program agendas.

- Research other existing resources within agencies that could incorporate SE into their information packages/marketing efforts.

2. Establish interagency coordination with special education at the state and local levels to facilitate student transition from school to adult supported employment services.

   - Make available to school personnel current statistics regarding high retention rates of supported employees who have had community-based training/integrated work experiences in school.

   - Investigate, comprehensively, the Division of Mental Retardation standards that sometimes lead agencies/parents to think it is necessary for transitioning students to enter the adult system at the bottom and work through a continuum. Make sure that this is neither required or insinuated. Make sure that evaluators and others are interpreting the standards clearly.

   - Encourage work adjustment (that currently is purchased for transitioning students by Division of Rehabilitation Services) to be conducted in integrated work settings rather than in sheltered workshops.

   - Include Special Education on the agenda and participant lists for all conferences/planning sessions on supported employment. Conversely, request representation on Education agendas; particularly job fairs conducted in schools.

   - Encourage the Support and Training for Exceptional Parents Project of the Association for Retarded Citizens to incorporate PEATC and other relevant materials in their parent training efforts.

3. Provide information and training to consumers, parents, advocates, and others on supported employment issues. Training topics that need to be addressed include:

   - Social Security issues related to employment.

   - Identification of parent/family stakeholders to incorporate input/support.

   - Identification and coordination of job possibilities/job matching for under-funded, unserved, and under-served groups.

   - Values-clarification training on the mixed messages conveyed to consumers (i.e. accepting sheltered employment/striving for competitive employment).

- Parent training on SE (parent-to-parent emphasis; incorporate parent guidance in parent outreach).

- Parent/consumer advocacy training (include education about systems barriers and ways to effectively organize in order to have a positive impact). Work with existing organizations/efforts to accomplish training (i.e. ARC STEP, LRE, People First, TAMI).

- Anti-stigma training.

- SE personnel training on assistive technology/educational resources that are available to increase effectiveness of job analysis and job modification.

4. Provide service providers incentives to develop conversion plans for increasing the number of participants in SE by reducing the number of participants in adult day service programs.

   - Recommend amendment of the MR Medicaid State Plan to allow billing for SE services, as is already allowed in the MH system.

   - Study the advantage of moving from slot-funding in the existing day services system to a fee-for-service system in which the money follows the consumer as s/he moves from one service to another.

   - Provide more service dollars for provision of SE for consumers with more severe disabilities.

   - Recommend that VR funds are used for consumer services only—not for building or renovating facilities.

   - Develop model conversion programs in each region as part of the OSERS system change project. Pay these programs to train/share information with the interested programs.

Focus Group I Participants—Building Consensus and Participation

Bill Wood—Division of Rehabilitation Services

Wanda Willis—Developmental Disabilities Planning Council and the Division of Mental Retardation

Pat Nichols—Division of Mental Retardation

Larry Grimes—Division of Mental Retardation

Dennis Wenner—Division of Mental Health

Bob Vanderspek—Division of Mental Health

Debra Martin Petty—TIE Project

Carolyn Henderson—TIE Project

Tricia Farmer—Tennessee's Committee for Employment of Persons with Disabilities

Pat Butler—Parent of family member with mental retardation

Joyce Judge—Tennessee Alliance for the Mentally Ill

LaWanna Edwards—Community Mental Retardation Agencies of Tennessee

Wes Martin—Community Mental Retardation Agencies Of Tennessee

Carol Westlake—Tennessee Coalition for Citizens with Disabilities

Donnie Murdock—a supported employee for the City of Franklin, Franklin, TNKhy

Daniel—Our House Drop-In Center, Inc., Memphis, TN

Jack Hollis—Park Center, Nashville, TN

Ruthie Beckwith—People First of Tennessee

Kitty Hermes—Tennessee Protection and Advocacy, Inc.

Establishing Long-Term Funding for Supported Employment

Rebecca McDonald

Recommendation: *Develop strategies for establishing a stable, ongoing support funding system for Supported Employment.*

A holistic approach to long-term funding for supported employment support services, including the reallocation of existing resources, is required for statewide success. All potential resources will need to be examined carefully, including areas never before considered as potential resources. There will be a need to develop mechanisms for accessing monies already available in the current service system as well as identifying untapped funds. The key to success will depend on the state's willingness to leverage existing long-term funds with a wide array of other creative options. This approach depends on some critical accomplishments:

- maintaining a flexible definition for long-term support services
- converting existing long-term program funds to SE services
- redesigning use of medicaid dollars
- using a fee-for-service payment mechanism for all units of service based on actual provider costs
- utilizing natural supports for services
- developing public and private sector employer supports
- utilizing SSA work incentives in a systematic and comprehensive manner to expand service capacity

- statewide interagency planning for effective and efficient maximum use of funds based on performance outcomes (competitive basis for allocation of funding) which will impact on SE conversion and expansion
- rethinking support role of residential providers
- redefinition of services away from total cost programs to discrete levels of service based on individual need

Securing permanent long-term money depends on the commitment made by the state to access monies already available in the current service system. Rehabilitation Services, Special Education, Mental Health, Mental Retardation, and Social Security-Medicaid are all funding sources that currently direct large amounts of monies to support programs that achieve limited consumer outcomes. The following issues will need to be addressed:

1. Is DRS using case service (Title I) monies for SE? Is DRS funding sheltered employment? Are PIC/JTPA funds being accessed?

2. Do students with severe disabilities leave the special education system with a job and support services in place?

3. Are the majority of adults with severe disabilities still spending time in segregated, congregate day programs funded by the Division of Mental Retardation?

4. Are Medicaid monies used for case management services? Are waiver monies accessed for individual and community support services?

5. Are state allocations to provider agencies based on contracted performance outcomes, including multi-level use of flexible long-term support resources?

Developing an adequate long-term funding base for system-wide, community-based employment outcomes will depend on significant infrastructure redesign with an emphasis on:

- flexible funding streams
- generic supports
- individualized service packages
- performance-based reimbursement
- coordination of resources

Some states to look to for ideas are: Massachusetts, Michigan, Minnesota, Nevada, North Carolina, and Virginia.

The Status of Supported Employment in Tennessee: Strengths, Barriers, Recommendations, and Next Steps

Strengths. Currently there exists in Tennessee a willingness at the state management level (re: agencies that fund, regulate, and monitor SE services) to change policy and redirect practice in order to ensure successful long-term employment for all citizens with severe disabilities. This climate fosters collaboration and coordination among all the stakeholders who share a common vision of full employment and is a necessary prerequisite to any systems change in the state. The following trends are perceived as system strengths that will contribute positively to the design of long-term funding options for SE services in the state:

- state medicaid office is pursuing a rehabilitation service option;

- a cadre of SE providers have demonstrated a commitment to providing SE in the absence of permanent follow along funding from state resources;
- DMH has demonstrated that holistic case management can be successfully used for SE follow along;
- SSA work incentive training through Social Security offices and collaboration with providers is taking place;
- some SDA's are using JTPA funds for SE services;
- the state DRS is visibly committed to SE and finding solutions for long-term funding;
- DMR has actively pursued additional state funds for SE long-term support;
- there is a precedent for using existing DMR funds in a flexible manner for SE; and
- the business community in Tennessee is open to SE as is the general community, including consumers and their families.

Barriers. However, significant barriers still remain to creating a system that uses a variety of mechanisms for accessing existing monies leveraged with new and previously untapped resources. In order to successfully redesign resources for long-term funding for SE support services, the following will need to be addressed in Tennessee:

- local special education services are providing community-based instruction which focuses on employment and transition from school to work on a limited basis;
- utilization of medicaid funds for community services does not reflect individualized case management and integrated community support services;
- most local MH/MR providers still are wedded to traditional services and see SE only as an add-on item to their program rather than the main focus of their service;

- many parents/families are still reluctant to advocate for SE services for their family members;
- bulk of current long-term funding is still allocated to support segregated, congregate day services regardless of individual support needs; and
- service system still favors people labeled MR and existing providers have little expertise in serving the full range of disability categories.

Recommendations. These are all barriers which can be addressed in a positive and proactive manner. These are certainly not problems that only Tennessee faces in creating a comprehensive state and local SE system that provides long-term funding for SE support services. The following recommendations are practical, outcome-oriented, and reflect a spirit of innovation and partnership:

- develop local SE interagency consortiums for implementing grass-roots change;
- mandate transition from school to work and adult life for special education students;
- use fee for service reimbursements for SE;
- re-evaluate Tennessee's current Medicaid waiver and Medicaid plan for long-term support services/case management;
- develop flexible, individualized policy for long-term support services across all disability categories;
- mandate from MH/MR to re-focus service priorities away from segregated day services to employment and community integration;
- provide consumer training about SE, individual choice, SS work incentives, and community integration; and
- leverage existing long-term program funds by using them more efficiently for different levels of service based on individual need and by combining them creatively with other long-term resources.

Next Steps for State-Level Work Group

- establish a task force to explore and recommend new Medicaid service options;
- establish a task force to develop new policies and procedures for long-term funding for SE support services;
- implement fee-for-service SE reimbursement on a regional pilot project basis;
- implement performance-based contracting on a partial basis with providers (i.e. operationalize in increments to allow providers to adjust and make changes);
- develop strategy for across the board usage of PASS and IRWE for all SE recipients;
- initiate SE training and technical assistance activities for consumers and providers with a focus on attitudes and values critical to SE systems change; and
- develop a plan for establishing a transition from school to work mandate (including training and public information activities).

Definitions

Long-Term Support refers to the assistance supported employees receive to strengthen their physical, intellectual, emotional, and social skills and access resources needed to maintain job tenure. Service must be proactive with individual support needs continually assessed. Job-specific supports must be able to be provided both on and off the job site and specific individual/community supports must also be provided for employment success as needed.

Job-Specific Supports are skill or resource interventions which occur on or off the job site and are related to enabling the individual to perform the job tasks and meet job responsibilities.

Individual/Community Supports are off-site skill or resource interventions that address the consumers' living, learning, and social spheres which impact upon the individuals' ability to continue working.

Developing Supported Employment Opportunities Across Disabilities

Including Individuals With the Most Severe Disabilities

Debby VanCovern

Supported Employment began as a philosophical commitment to improve the employment outcomes of individuals with severe disabilities and to provide an alternative to segregated, congregate settings such as workshops and activity centers. Supported employment is now a major national initiative with its own technology, enabling legislation, and steady funding stream. The federal/state supported employment initiative, through the historic provisions of Title VI-C of the Rehabilitation Act Amendments of 1986 (P.L. 99-506), has had remarkable success in developing new employment options for individuals with severe disabilities in all 50 states and the District of Columbia. Since 1986 over 2,000 new supported employment programs have been established. Many states have effectively leveraged funds from a variety of federal, state, and local sources to sustain supported employment services. As a result, over 32,000 individuals were participating in supported employment in 1988; it can readily be assumed that participants now number more than 50,000 (Kregel, 1991).

While much has been accomplished in the national supported employment initiative, much more remains to be done. State rehabilitation agencies, as well as local supported employment programs, are grappling with an array of challenges which will produce either a growth or a decline in the success already made.

Numerous concerns are being expressed that supported employment is failing to serve many of the individuals for whom the program was designed. Very few

individuals with severe or profound mental retardation, as well as those individuals with other severe disabilities (such as traumatic brain injuries, severe and persistent mental illness, autism, sensory impairments, and severe physical disabilities), have participated to date. These individuals, typically viewed as too challenging or expensive to serve, have all but been excluded from early supported employment efforts.

The primary issues that need to be addressed in order to develop supported employment opportunities across disabilities, including individuals with the most severe disabilities, are:

1. **Interagency Cooperative Agreements**

   - establishing systems for funding and supporting extended services;
   - involving other agencies who play a key role in supported employment implementation (Social Security Administration, private industry councils, federal Medicaid program, public school programs for transition from school to work).

2. **Policies and Procedures**

   - developing eligibility requirements;
   - reallocating existing resources and converting existing facilities;
   - developing cost reimbursement mechanisms.

3. **Programmatic Issues**

   - modifying supported employment services for individuals with disabilities other than mental retardation;
   - using assistive technology and natural supports;

- developing effective relationships with the business community and developing effective marketing strategies.

4. **Personnel Preparation**

   - developing an adequate supply of qualified personnel to fill positions in supported employment programs;

   - developing in-service training programs to address the values, philosophy, and skills necessary to expand supported employment options for all individuals with severe disabilities.

5. **Systems Change**

   - promoting supported employment as an integral component of each state's vocational rehabilitation program:

   - eliciting the support of local adult service agencies, the business community, and other state and local agencies;

   - securing adequate levels of state and local funding to allow the continued growth of supported employment programs.

6. **Building Consensus and Participation in Supported Employment**

   - making available and delivering orientation information and training sessions to consumers, parents, and advocates;

   - providing public awareness and information programs on supported employment;

   - promoting professional support of expanded use of supported employment for all individuals with severe disabilities.

Many states have begun to develop and implement strategies to encourage the participation of individuals with the most severe disabilities in supported employment

programs. The following is a list of the current national activities that are being conducted to address this issue:

- Establishment of state-level interagency work groups to identify the target populations in need of supported employment and to define agencies' roles and responsibilities. A sample of effective state interagency work groups includes, but is not limited to: North Carolina, Virginia, Florida, and Massachusetts.

- Establishment of systems for funding extended services. Examples of states' identification of resources available for funding extended services include:

  State legislatures appropriating monies to be used for extended services for individuals with developmental disabilities, severe and persistent mental illness, learning disabilities, traumatic brain injury, and other severe physical disabilities. State examples: Idaho, Oregon, and Virginia.

  Accessing Medicaid Waiver monies to be used for individual and community support. State example: New Hampshire.

  Utilizing PASS (Plan for Achieving Self-Support) and IRWE (Impairment Related Work Expenses) for funding supported employment. State example: Massachusetts.

  Converting day programming funds. This activity has been seen as a prime funding strategy which does not make the infusion of "new" public monies necessary. Examples of states that successfully utilized existing funds for conversion to supported employment include Pennsylvania, Delaware, and North Carolina.

- Demonstration or start-up grant programs operated by the state rehabilitation agency through the use of Title I and Title VI-C monies to develop supported employment services for specific disability groups. State example: North Carolina.

- Use of JTPA resources for funding demonstration programs. Examples of states effectively using JTPA resources include New York and North Carolina.

- Utilization of performance-based contracts tied to outcomes. Several states are currently developing this reimbursement method.

- Development of strategies for assessing/evaluating a consumer's need and eligibility for supported employment by using situational assessments supplemental to general

evaluations for determining vocational rehabilitation potential. Many state rehabilitation agencies have policies in place for provision of situational assessment.

- Utilization of assistive technology and rehabilitation engineering for modification of supported employment services for individuals with disabilities other than mental retardation. State example: North Carolina.

- Allocation/utilization of sufficient resources for personnel preparation. Examples of resources used for training include state agency training networks, state university affiliated training programs, regional continuing education programs, and the community college network.

- Development of the necessary partnerships with businesses and economic development organizations as marketing strategies to create additional employment opportunities. State example: Wisconsin.

- Development of effective parent and consumer advocacy groups that force service systems to be more accountable and more responsive to the needs and choices of consumers and their families. State examples: North Carolina, Florida, Virginia, and Minnesota.

Status of Supported Employment Opportunities Across Disabilities: Strengths, Barriers, Recommendations, and Next Steps

Tennessee has made great strides in developing integrated employment options for persons with severe disabilities. These accomplishments are attributed primarily to increased interagency collaboration and state and local level philosophical commitment that has been driven by the federal supported employment resources and guidelines. Tennessee did not receive one of the initial 27 state systems change grants; however, it has developed the state's supported employment initiative through the Title IV Part C State Supported Employment Services program, DRS Title I funding, and cooperative agreements for extended services through the Department of Mental Health and Mental Retardation.

Strengths. The majority of Tennessee's initial supported employment efforts have focused on developing services for persons with mental retardation and mental illness. There is a current need to expand supported employment opportunities across disabilities, including individuals with the most severe disabilities. The following list represents strengths that are currently in the system that will facilitate this expansion:

- The Tennessee Division of Rehabilitation Services (DRS) is committed to the development of supported employment across disabilities (including individuals with the most severe disabilities).
- DRS is not exclusionary; the agency is actively recruiting providers to serve all individuals with severe disabilities.
- Title VI-C funds have been utilized to develop a pilot project to serve individuals with traumatic brain injury.
- DRS is fully utilizing the 18-month federal regulation time period, as appropriate.
- There is a strong base of parent and consumer capacity which can be marshalled.
- There is a sense of commitment from some agencies to develop supported employment opportunities across disabilities (positive change in attitude and philosophy).
- The Americans with Disabilities Act has tremendous impact potential for the future.
- Advocacy groups are actively lobbying for funding and services.

Barriers. There still remain barriers in the system that will need to be addressed in order to more fully incorporate supported employment into the array of vocational options for all persons with severe disabilities. These barriers are listed as follows:

- There are agencies that are exclusionary in the consumers they serve.
- Current funding streams reinforce segregation.
- Funding is tied to disability labels.

- There is a lack of financial/programmatic incentives for expansion.
- There is a lack of consistent training mechanisms/in-service training programs to address the values, philosophy, and skills necessary to expand supported employment opportunities across disability labels.
- There is a lack of programs for transition from school to work offering community-based instruction.
- There is a lack of monies designated for extended services.

Recommendations. These barriers are not uncommon to states striving to expand their supported employment programs and can be addressed in a positive manner. The consensus across state agencies and organizations regarding the strengths and barriers of this issue provides an excellent environment for continued progress. Recommendations at this time include:

- Develop a system for technical assistance and training necessary to develop supported employment opportunities across disabilities.
- Provide incentive funding to serve individuals with the most severe disabilities.
- Leverage existing adult day services funding and target for supported employment.
- Tie funding to quality outcomes, not numbers solely.
- Develop additional pilot projects across disabilities.
- Expand state MR funding system across all developmental disabilities.
- Link the Division of Special Education to collaborative interagency efforts.
- Develop a supported employment resource manual to include all disability groups.

Next Steps for the Interagency Tennessee Initiative on Employment (TIE) Team:

- Review agency policies to develop funding and regulatory incentives.
- Develop pilot projects to serve a broad range of disability groups.
- Study benefits of a "fee for service" mechanism via pilot projects.
- Develop an ongoing system for technical assistance and training (avoid duplication of existing efforts).
- Make recommendations for the state DMR to broaden service and funding capacity to include all developmentally disabled populations.

Focus Group II Participants—Establishing Long-Term Funding for SE and Developing SE Opportunities Across Disabilities

Khy Daniel—Director of Our House Drop-In Center, Inc., Memphis, TN

Pat Butler—Parent of family member with mental retardation

Amy Luttrell—Middle Tennessee Association for Persons with Severe Handicaps and Goodwill Industries of Middle Tennessee

Dereama Sherrill—Tennessee Council for the Hearing Impaired

Julia Pentacost—Services for the Blind and Visually Impaired

Keytha Jones—Community Mental Retardation Agencies of Tennessee

Wes Martin—Community Mental Retardation Agencies of Tennessee

LaWanna Edwards—Community Mental Retardation Agencies of Tennessee

Carol Westlake—Coalition for Citizens with Disabilities

Carma Vantrease—Tennessee Head Injury Association

Jolene Racke—Middle Tennessee Chapter of the Autism Society of America

Rita Marianelle—Tennessee Alliance For The Mentally Ill

Linda McReynolds—Signal Centers, Inc.

Debbi Stallings—Signal Centers, Inc.

Donald Redden—Developmental Services of Dickson County

Christine Foren—Nashville Alliance for the Mentally Ill

Tim Kotora—Social Security Administration, Nashville, TN

Jim Bridges—Department of Labor/JTPA, Nashville, TN

Bill Wood—Division of Rehabilitation Services

Frank Lee—Division of Rehabilitation Services

Larry Grimes—Division of Mental Retardation

Dennis Wenner—Division of Mental Health

Debra Martin Petty—Tennessee Initiative on Employment Project

Carolyn Henderson—Tennessee Initiative on Employment Project

Tennessee Initiative on Employment Action Plan:

Promotion of Integrated Employment for

Persons with Severe Disabilities

Acronyms Used in Action Plan

ARC/TN	Association for Retarded Citizens of Tennessee
AUBURN	Auburn University, Rehabilitation Continuing Education Program
CCD	Coalition for Citizens with Disabilities
CMRA	Community Mental Retardation Agencies of Tennessee
DDPC	Tennessee Developmental Disabilities Planning Council
DES	Department of Employment Security
DMH	Division of Mental Health
DMR	Division of Mental Retardation
DOE	Department of Education
DRS	Division of Rehabilitation Services
DSE	Division of Special Education
DVE	Division of Vocational-Technical Education
IE	Integrated Employment
JTPA	Jobs Training and Partnership Act
LRE	Least Restrictive Environment Project
MEDICAID	Medicaid
MPC	Metropolitan Planning Commission
REGENTS	Tennessee Board of Regents
SE	Supported Employment
SCP	Systems Change Project sponsored by the U.S. Office of Education, Rehabilitation Services Administration

SS	Social Security
STEP	Support and Training for Exceptional Parents Project of the ARC/TN
TAMI	Tennessee Alliance for the Mentally Ill
TCEPD	Tennessee Committee on the Employment of Persons with Disabilities
TIE TEAM	Tennessee Initiative on Employment interagency team—comprised of over 40 members representing state agencies, organizations, consumers, parents, and employers
TIE-DD	TIE Project activities sponsored by DDPC
TIE-TRACK	Consumer Tracking System activities sponsored by DRS
TMHCA	Tennessee Mental Health Consumer Association
TTAP	Tennessee Technology Access Project
UT-RCEP	University of Tennessee, Knoxville, Rehabilitation Continuing Education Program
UT TRANS	University of Tennessee, Knoxville, Transportation Center
VU	Vanderbilt University, Peabody College

TENNESSEE INITIATIVE ON EMPLOYMENT (TIE) ACTION PLAN: PROMOTION OF INTEGRATED EMPLOYMENT FOR PERSONS WITH SEVERE DISABILITIES

OBJECTIVES/STRATEGIES	TACTICS	PARTIES INVOLVED	TIME FRAME
1.0 Build Consensus and Participation			
1.1 Establish interagency coordination with special education and vocational education at state and local levels to facilitate student transition from school to post-school environments.	- Develop an interagency transition work group	DSE	6/91
	- Develop State interagency transition agreement	TRANSITION WORK GROUP	6/92
	- Identify and generate post-school resources via transition work group—TVTCs, vocational-technical schools, community colleges, universities	TRANSITION WORK GROUP	6/92
	- Develop prototype(s) for local interagency agreements	TRANSITION WORK GROUP	6/92
	- Develop and disseminate materials on local interagency collaboration	TIE-DD,DSE,DVE	7/92
	- Review and revise state systems to promote a smooth transition from school to post-school environments	TRANSITION WORK GROUP	1991-94
	- Encourage work adjustment--purchased by DRS--to be conducted in integrated work settings rather than in day treatment or sheltered workshops	DRS,DMH,DMR	1991-92
	- Make available to school personnel, statistics on retention rates of supported employees who have had community-based training in school	TIE-TRACK	10/91-10/92
	- Use RFP or existing state grants process for recruiting innovative development	DSE,DVE,DRS	3/92

TENNESSEE INITIATIVE ON EMPLOYMENT (TIE) ACTION PLAN: PROMOTION OF INTEGRATED EMPLOYMENT FOR PERSONS WITH SEVERE DISABILITIES

OBJECTIVES/STRATEGIES	TACTICS	PARTIES INVOLVED	TIME FRAME
1.1 (Continued)	- Provide transition training and technical assistance to special ed/vocational ed rehabilitation, and adult service provider personnel	DSE,DVE,TIE-DD, LRE,DRS,VU, UT-RCEP	1991-94
	- Provide training to state and local leadership—Special Ed Directors, Vocational Ed Directors, JTPA/PIC members, Executive Directors of community agencies on best practices in transitioning	DSE,DVE,TIE-DD, SCP,DRS,VU, UT-RCEP	1991-94
	- Develop information materials on transitioning	DSE,DVE,DMR, DMH,TIE-DD,LRE, DRS	6/92
1.2 Provide for the participation of individuals with disabilities, families, advocates, employers, and other related integrated employment stakeholders.	- Include participation of these stakeholders in all levels of planning and implementation	SCP,TIE TEAM	BIMONTHLY MEETINGS
	- Provide family/consumer training on: attitudes and values critical to IE systems change, effective ways to impact systems barriers, planning and advocacy for transition from school to work	CCD,ARC/TN,LRE, PEOPLE FIRST, TMHCA,TIE-DD, SCP,STEP	1991-94
	- Encourage existing parent training project(s) to incorporate PEATC and other relevant transition/integrated employment materials in their training efforts	SCP,STEP	1/92-3/92

TENNESSEE INITIATIVE ON EMPLOYMENT (TIE) ACTION PLAN: PROMOTION OF INTEGRATED EMPLOYMENT FOR PERSONS WITH SEVERE DISABILITIES

OBJECTIVES/STRATEGIES	TACTICS	PARTIES INVOLVED	TIME FRAME
1.3 Provide public information.	- Provide positive media coverage	SCP	1/92-9/94
	- Produce and disseminate TIE*GRAM newsletter	TIE-DD	BIANNUAL
	- Produce and disseminate IE Fact Sheets	TIE-DD	6/92
	- Revise TIE Resource Manual and disseminate updates	TIE-DD	8/92
	- Participate and make presentations at related state and national conferences	SCP,TIE-TRACK, TIE-DD	ONGOING
1.4 Support consensus building across roles.	- Organize conference and seminars and include all stakeholders	DRS,DOE,TIE TEAM	ONGOING
	- Make best practice information and materials available	TIE-DD,LRE,SCP, CMRA	4/92-9/92
	- Arrange forums for consensus building	SCP,CCD,CMRA, TAMI	1/92-9/92
2.0 Establish State Systems			
2.1 Implement Action Plan for IE.	- Review process biannually with TIE Team	TIE-DD	ONGOING
	- Develop additional resources for implementation	TIE TEAM	ONGOING

TENNESSEE INITIATIVE ON EMPLOYMENT (TIE) ACTION PLAN: PROMOTION OF INTEGRATED EMPLOYMENT FOR PERSONS WITH SEVERE DISABILITIES

OBJECTIVES/STRATEGIES	TACTICS	PARTIES INVOLVED	TIME FRAME
2.2 Identify target populations and define agencies responsibilities and authority for integrated employment.	- Identify target populations	TIE TEAM	ANNUALLY
	- Identify state agency policies and procedures that promote IE for all people with disabilities and update annually	SCP,DRS,DMH, DMR,JTPA,DOE	ANNUALLY
	- Identify gaps in services and include in relevant state agency plan	SCP,DRS,DOE, DMH,DMR,JTPA	1991-94
	- Refocus service priorities away from congregate, segregated day services to integrated employment	DMH,DMR,DRS, SCP,CMRA	1991-94
	- Develop a plan for all LEAs to provide community-based instruction which focuses on employment and transition to post-school environments	DOE,LRE,DVE, CCD,VU	FALL 1992
2.3 Establish funding formulas and systems across agencies	- Review and revise funding systems to expand linkages among DRS, DMH, DMR, JTPA, Department of Education, Social Security-Medicaid	SCP,DRS,DMH, DMR,JTPA,DOE,SS, MEDICAID	1991-94
	- Explore possibility (feasibility) of expansion of DMR service scope to include other developmental disability categories	DMR,SCP	BY 9/92
	- Review and revise SE service system from agency contracts to individualized case management (i.e., fee-for-service). Pilot test revised system on a regional basis	DRS,SCP,DMH, DMR	BY 9/92
	- Investigate the utilization of JTPA resources for funding IE	JTPA,DRS,SCP, DMH,DMR,DOE	BY 9/92

TENNESSEE INITIATIVE ON EMPLOYMENT (TIE) ACTION PLAN: PROMOTION OF INTEGRATED EMPLOYMENT FOR PERSONS WITH SEVERE DISABILITIES

OBJECTIVES/STRATEGIES	TACTICS	PARTIES INVOLVED	TIME FRAME
2.4 Establish funding systems for extended services.	- Establish a work group to develop new policies and procedures for long-term SE funding across all disability categories; to create alternative funding strategies. Possibilities include:	SCP	1/92-9/94
	• Develop strategy for across the board usage of PASS and IRWE	SCP,DRS,CMRA, DSE	
	• Re-evaluate current Medicaid waiver and Medicaid State Plan for long term support services and case management possibilities	DMR,SCP, MEDICAID	
	• Explore possibility of legislative appropriations for individuals without extended support services	DRS,DMR, CMRA,SCP	
	• Explore developing a plan to convert or explore the feasibility of converting day programming funds to extended support services	DMR,CMRA	
2.5 Provide support to local service systems responsible for service management.	- Provide local level personnel training	SCP,CMRA	ONGOING
	- Develop local board training	SCP,CMRA,DMR, DMH	ONGOING
	- Promote development of local interagency consortiums	SCP,DOE,DRS,CCD, CMRA	ONGOING

TENNESSEE INITIATIVE ON EMPLOYMENT (TIE) ACTION PLAN:
PROMOTION OF INTEGRATED EMPLOYMENT FOR PERSONS WITH SEVERE DISABILITIES

OBJECTIVES/STRATEGIES	TACTICS	PARTIES INVOLVED	TIME FRAME
2.6 Operationalize a state and local quality assurance system which promotes integrated employment outcomes.	- Review existing quality assurance systems	SCP,DRS,DMH, DMR,CMRA,CCD, CONSUMERS, PARENTS,ARC/TN, TAMI	1991-92
	- Create a working group to revise quality assurance strategies (focus on quality of work and quality of life elements)	SCP,DRS,DMH, DMR	1991-92
	- Establish uniform SE standards	SCP,DRS,DSE,DMH, DMR,CCD	BY 9/92
	- Utilize a peer program evaluation process for SE programs	SCP	1992-94
	- Produce Best Practices in SE Self-Study Guide	TIE-DD	12/91

TENNESSEE INITIATIVE ON EMPLOYMENT (TIE) ACTION PLAN: PROMOTION OF INTEGRATED EMPLOYMENT FOR PERSONS WITH SEVERE DISABILITIES

OBJECTIVES/STRATEGIES	TACTICS	PARTIES INVOLVED	TIME FRAME
2.7 Manage state information systems.	- Expand TIE SE Tracking System to include MR follow along data, special ed and vocational ed data	TIE-TRACK,DMR, DOE	1991-92
	- Gather census data from special ed and vocational ed annually to project potential student need of IE training	SCP,DOE	1991-94
	- Obtain satisfaction ratings from consumers, parents, employers, service providers	SCP	7/92-9/92
	- Analyze data for trends, identify problems/gaps, generate strategies, plans, determine training needs, etc.	TIE-TRACK	QTRLY
	- Provide data to service providers, organizations, and individuals for planning, resource development, and evaluation	TIE-TRACK	QTRLY
	- Provide training to service providers and counselors on data maintenance, reporting, and utilization	TIE-TRACK	QTRLY
3.0 Develop Local Community Systems			
3.1 Provide program development grants.	- Recruit innovative development through existing RFP or grants process	SCP,DRS,DOE, JTPA,DMH,DMR DDPC	1/92-3/92
	- Develop financial incentives for <u>new</u> agencies	SCP,DRS,DOE, DMH,DMR,CMRA	10/93

TENNESSEE INITIATIVE ON EMPLOYMENT (TIE) ACTION PLAN: PROMOTION OF INTEGRATED EMPLOYMENT FOR PERSONS WITH SEVERE DISABILITIES

OBJECTIVES/STRATEGIES	TACTICS	PARTIES INVOLVED	TIME FRAME
3.2 Provide incentives to service providers to convert to integrated employment.	- Explore possibility of amending the Medicaid State Plan to allow for provision of IE or related services	DMR,SCP, MEDICAID	BY 9/92
	- Study the advantage of moving from slot-funding to fee-for-service	SCP,DRS,CMRA	BY 9/92
	- Develop model conversion programs in each region.	SCP,DMH,DMR, DRS,CMRA	BY 9/92
3.3 Develop local integrated employment opportunities across disabilities.	- Use RFP or existing state grants process for recruiting existing and new agencies to provide services to targeted disability groups	SCP,DRS,DMH, DMR,DOE	1/92-3/92
	- Explore possibility of providing more service dollars for provision of SE for consumers with more severe disabilities	DMH,DMR,DRS, CMRA,CCD	BY 9/92
	- Develop pilot projects to serve a broad range of disability groups	DMH,DMR,DDPC, DRS,CMRA,CCD	BY 9/92
	- Develop "How To" materials on SE to include all disability groups	CMRA,TIE-DD	6/92
	- Provide training on use of assistive technology and natural supports	TTAP	1991-93

TENNESSEE INITIATIVE ON EMPLOYMENT (TIE) ACTION PLAN: PROMOTION OF INTEGRATED EMPLOYMENT FOR PERSONS WITH SEVERE DISABILITIES

OBJECTIVES/STRATEGIES	TACTICS	PARTIES INVOLVED	TIME FRAME
3.4 Identify training needs and train personnel.	- Assess IE staff training needs	CMRA,DOE,TTAP, UT-RCEP,AUBURN	10/91-12/91
	- Develop statewide IE staff development plan	SCP,DRS,CMRA, TTAP	1/92-3/92
	- Develop short-term training: Conduct interdisciplinary training workshops on topics identified by the personnel needs assessment survey	SCP,VU	4/92-9/94
	- Develop long-term training: Develop a multi-level training system for integrated employment personnel within the community college and university system	SCP,CMRA,TTAP, REGENTS,UT,VU	BY 1993
3.5 Provide coordinated technical assistance for direct personnel (teachers, employment specialists, managers, etc.).	- Provide technical assistance and specialized consultation	SCP,LRE,CMRA, TIE-DD,TTAP,VU	ONGOING
	- Develop financial resources to support continuous delivery of technical assistance	DRS,DOE,DMH, DMR	1993-94
	- Develop local and regional consultant lists	SCP	1991-94
	- Continue and expand network of providers within local communities	CMRA,SCP	1991-94

TENNESSEE INITIATIVE ON EMPLOYMENT (TIE) ACTION PLAN: PROMOTION OF INTEGRATED EMPLOYMENT FOR PERSONS WITH SEVERE DISABILITIES

OBJECTIVES/STRATEGIES	TACTICS	PARTIES INVOLVED	TIME FRAME
3.6 Provide technical assistance and training for related personnel (case managers, rehabilitation counselors, program monitors, psychologists, guidance counselors, etc.).	- Develop training materials	TIE-DD,SCP,VU, UT-RCEP	1992-93
	- Provide role-specific training opportunities	DRS,DOE,SCP,VU, UT-RCEP	ONGOING
3.7 Promote salary schedules commensurate with job responsibilities for employment specialists, job coaches, and managers.	- Survey to determine existing salaries - Develop job standards for each of the personnel groups - Design salary schedule prototype linked with state job classification system - Promote funding levels commensurate with model salaries	TIE-TRACK,DRS, DMH,DMR,CMRA	1991-92
3.8 Develop work-trip transportation options.	- Establish and conduct transportation demonstration projects - Provide technical assistance to demonstration projects - Evaluate demonstration projects - Disseminate transportation information	UT TRANS/DD, TIE,DDPC,TDOT, MPCs,LOCAL SERVICE PROVIDERS	7/91-6/92

TENNESSEE INITIATIVE ON EMPLOYMENT (TIE) ACTION PLAN: PROMOTION OF INTEGRATED EMPLOYMENT FOR PERSONS WITH SEVERE DISABILITIES

OBJECTIVES/STRATEGIES	TACTICS	PARTIES INVOLVED	TIME FRAME
4.0 Create Employment Opportunities			
4.1 Promote integrated employment opportunities in the private and public sector.	- Develop an employer task force	SCP,TCEPD,DES	3/92
	- Conduct employer awareness seminars	SCP,TCEPD,DES	4/92-6/92
	- Involve major industries and State Personnel to create jobs	SCP,TCEPD,DES	4/92-9/92
	- Encourage IE professionals to participate in existing business groups at state and local levels	SCP,DOL(JTPA), TAMI,CMRA	4/92-9/92
	- Explore barriers in civil service system with State Personnel	SCP,TCEPD,DRS, DMH,DMR,DES, DOL(JTPA),CMRA	4/92-9/92
4.2 Provide incentives to generate local employment opportunities.	- Identify and make available economic incentives for local companies	SCP	4/92-6/92
	- Promote employer provision of IE through cooperative agreements	SCP,DRS	7/92-9/92
4.3 Promote integrated employment in context to the states' economic development.	- Develop and make available marketing materials to Department of Economic Development for promoting the employment of persons with disabilities to current and future companies	SCP,TCEPD,DES	5/92
	- Sponsor training events on Economic Development and Marketing	SCP	BY 9/92

Tennessee Initiative on Employment Project
Boling Center for Developmental Disabilities
University Affiliated Program
University of Tennessee, Memphis
711 Jefferson Avenue
Memphis, TN 38105